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| 1. What is our purpose? |
| **To inquire into the following:**   1. **Transdisciplinary Theme**   How the world works   1. **Central Idea**   People develop awareness of their surroundings by estimating and comparing measurable attributes of real objects and events, in order to function in daily life**.**  **Summative Assessment Task(s):**  What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  Children will participate in a challenge race by facing 3 circuits**: A.ESTIMATINGB. COMPARING C. MEASURING.** The 3 classes will rotate.  **Prompt:**  Make 4 groups of 6 students each. Assign the challenge according to the circuit they are in. Look for the strategies they use to show their understanding.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **A** | **B** | **C** | **D** | | **ESTIMATION** |  |  |  |  | | **COMPARING** |  |  |  |  | | **MEASURING** |  |  |  |  |   **Pending: write the expectations to a,b,c,d,** |

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| **Class/Grade:**Kinder | PYP Planner |
| **Age Group:**5 to 6 years old |
| **School:**Colegio Colombo Británico |
| **School Code:**700202 |
| **Title:** | |
| **Year:**2011-2012 | |
| **Teachers:**SideyViedman, Mark Hustad, Maggie Quiñonez, Laura Restrepo, Claudia Madriñán, Adriana Yepes | |
| **Proposed Duration:**  hours over weeks | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?  FORM FUNCTION PERSPECTIVE  ESTIMATIONCOMPARISON | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * An inquiry into the relationship between comparing and measuringthe relationship between comparing and measuring * the attributes of objects in our surroundings * how people use attributes to compare and measure * the way I estimate and compare in order to solve daily life situations | |
| What teacher questions/provocations will drive these inquiries?  TeacherQuestions  Provocations  The The children will rotate in a Yinkana of 3 stations, where they will measure, classify and estimate different objects in order to develop awareness of their surroundings and the measurable characteristics of things. | |

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| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**  The teacher will place two sets of objects on 2 different tables. Teacher will also place objects for non-standard units of measurement between the tables.  The teacher will ask the children how the objects on the tables can be measured. Take notes on what the children say. Then will ask them if they could use the objects between the tables to measure. Let them explore.  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  Children will be shown objects of different sizes. They will choose a non-standard unit of measurement to estimate its length, width or height, and then they will measure to see the true measurement.  Children will use a non-standard unit of measurement to estimate and measure the distance between two points.  Estimations and true measurements should have a viable accuracy. | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  **MEDIA: PRINTED, AUDIOVISUAL, INTERNET**  **Children will see a video about stuck people**  **INTERVIEWS: EXPERTS**  **Interactive Presentations by experts**  **Maria del Carmen Cabal:** Children willlisten tothe expert andbring intopracticewhatshesaisat the end all together meetinthe circle andwill makean analysis of what happened.  **SURVEY :**  **Children will go around and ask people what nonstandard units they use to measurement.**  **OBSERVATION / EXPERIENCE: ACTIVE, HANDS-ON**  Childrenwill have manyopportunitiesto compareobjects in theirclassroom. Daily routine  They **will use different tools to measure classroom objects and solve problems.**  Measure different objects having in mind the tool and how many times they will be using the tools to accomplish the goal (class circle, height of the board, the length of the notebook, length of the folder, the height of the monkey bars, the height of the sink)  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Transdisciplinary Skills**  Please begin typing here  **Learner Profile**  ATTRIBUTES  Thinkers  Communicators  ATTITUDES  Please begin typing here |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  Computers, software, books and any objects to be measured or to be used as non-standard measurement units.  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**  Everything in our surroundings is measurable. |

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| **6. To what extend did we achieve our purpose?** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**  Children got a good idea on how to estimate with a viable accuracy, and how to consequently, measure to compare the difference between the estimation and the true measurement. This gave them the idea on how to estimate measurable attributes of real objects and events that help them function in real life. |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**  Children should be explained to on how to estimate rather than guess for the teachers to have a more accurate picture of how much the children learnt. |
| What was the evidence that connections were made between the central idea and the transdisciplinary theme?  If children are aware of their surroundings using estimation and measurement in daily life situations, it gives explanations of some ways the world works. |

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| **7. To what extent did we include the elements of the PYP?** |
| **What were the learning experiences that enabled students to:**   * develop an understanding of the concepts identified in “What do we want to learn?” * demonstrate the learning and application of particular transdisciplinary skills? * develop particular attributes of the learner profile and/or attitudes?   **In each case, explain your selection**  Please begin typing here |

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| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  Please begin typing here  **What student–initiated actions arose from the learning?**  Please begin typing here |

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| **9. Teacher notes** |
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